



SOUTHERN AFRICAN
WILDLIFE COLLEGE

TRAINING BEYOND BOUNDARIES

Prospectus 2020





Prospectus

2020

The College is a legal association with the registered name of the Southern African Wildlife College NPC – Registration Number 1996/005726/08 and a non-profit company in terms of the Companies Act, no. 71 of 2008.

The Southern African Wildlife College (SAWC) NPC is an independent Southern African Development Community (SADC) recognised centre of specialisation in Conservation Education, Training and Skills Development and is:

Registered with the Department of Higher Education and Training as a Private Higher Education Institution until 31 December 2021. Registration No. 2011/HE08/004.

Accredited with CATHSSETA, the Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority, Accreditation no. 613/P/000001/2004 .

Registered as a VAT vendor with the South African Revenue Services (SARS) VAT Registration No: 4370159610 and Tax Reference No: 9508059640.

Registered as a non-profit public benefit organisation – NPO Registration Number 046-675-NPO / PBO Registration Number 930016093. The College does not receive a government subsidy.

Recognised by the Department of Environmental Affairs, South Africa, as a credible and long-standing non-government conservation organisation (NGO) and as an approved project for Socio Economic Development under the Broad-based Economic Empowerment Act 53 of 2003 and the Codes of Good Practice on Broad-based Black Economic Empowerment.

Endorsed by the Field Guides Association of Southern Africa (FGASA) for Field Guide training.

Proudly supported by both WWF-SA and Peace Parks Foundation together with the Southern African Wildlife Trust (SAWCT), an independent Capital Trust Fund registered by WWF-SA in 2000 to provide a reliable income stream for the Wildlife College in perpetuity.

FOR FURTHER INFORMATION CONTACT
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Please note that the information in this Prospectus has been compiled as accurately as possible and was correct at the time of going to print. The SAWC cannot be held responsible for any changes to policies, practices or changes to the programmes made thereafter.

Introduction

The Southern African Wildlife College (SAWC) was conceptualised in 1993 and established in 1996 by the World Wide Fund for Nature, South Africa (WWF South Africa) in close cooperation with interested and affected parties in southern Africa, including national and provincial government departments, other conservation agencies and the Southern African Development Community (SADC).

A grant made by the German Ministry of Economic Cooperation (BMZ) via the German Development Bank (KfW) and WWF South Africa made the construction of the College possible. Built on land that was donated by Mr Hans Hoheisen to WWF South Africa, the impressive College campus was completed in record time thanks to cooperation between WWF-SA, the international donor community, local companies and individual supporters. An association called the Bushbuckridge Builders' Association, comprising several small contractors from local communities surrounding the College, helped build the facility.

Given the significant and often unpredictable changes in the conservation and education landscape, alongside the volatile political and economic climate both locally and internationally, the College and its Board have had to address the SAWC's ability and capacity to address these changes and to develop a strategy that will safeguard the College's future sustainability. With the College playing a significant role in training and capacitating conservationists across the Southern African Development Community (SADC) region, it also takes cognisance of trends such as the shift towards a broader empowerment agenda and greater emphasis on social development, public private partnerships and community needs.

This Prospectus aims to highlight the core course offerings of the Southern African Wildlife College. The programmes as listed are registered by the South African Qualifications Authority. We encourage interested parties to contact us to discuss developing and customising learning material to address specific needs, whether it is institutionally accredited short courses or master classes. With the support of our faithful partners and generous donors, we can continue to bring about positive change despite the many challenges we face as a country, continent and as a centre of specialisation in conservation education, training and skills development.

Through Memoranda of Understanding with local and international institutions, we continue to ensure development pathways for our students who choose to pursue their academic studies.

Our on-site students typically spend a significant amount of time living and studying on campus, and the resource centre, computer laboratory and core staff aim to provide the support they need to perform to the best of their abilities during their studies. Computer workstations provide access to research material and the means to keep in touch with friends and family. A selection reference works is available to enhance the learning experience for students.

In all areas we endeavour to portray our slogan **Training Beyond Boundaries** by empowering our staff and students to be ambassadors for conservation in their personal and professional lives.

SAWC VISION AND MISSION

Vision: To inspire every person we train and engage with, to conserve our natural world.

Mission: To equip people with the necessary knowledge and applied skills to conserve and protect Africa's natural resources and biodiversity in viable, inclusive and economically successful ways.

Brand Essence: Training Beyond Boundaries

Strategic Objectives - encapsulate both the new age of conservation and new academic landscape, but also the forward-looking staff complement of SAWC.

- o Facilitate understanding of inclusive conservation (people/planet/economy).
 - o Become the local, national and regional applied conservation learning institute of choice.
 - o Promote diversity of people and thought.
 - o Institutionalise a learning-by-doing methodology for improved conservation practice.
 - o Provide high quality, needs and context driven training programmes.
 - o Ensure innovation and new technologies inform best practice.
- By developing and implementing cutting edge training programmes.
- By developing a socially, environmentally and economically sustainable business model.

Introduction

OUR APPROACH TO TRAINING

At the SAWC we know that the most effective training combines action with reflection. The courses we offer are characterised by a practical and highly participatory approach, which is complemented by group discussions, lectures and applied learning practical sessions. This training perspective encourages mentors and students alike to embrace different ways of learning. Delivery takes place through contact education and training. The official language used at the SAWC for tuition, record keeping and general correspondence is English.

Unlike other training institutions, the College does not employ a large permanent staff contingent but contracts in relevant training expertise for short periods of time to present specific modules. The trainers are selected from a large pool of natural resource management expertise within southern African environmental and conservation agencies as well as from the private sector. By using practicing professionals with the relevant experience as lecturers and facilitators, we ensure that the training is as practical, relevant and current. The course methodology focuses on competency-based instruction as lecturers and facilitators, which ensures improved performance when students implement these skills in the workplace.

Training interventions generally evolve around the diverse practical field experiences of both trainers and students. This allows students to apply knowledge to their workplace, thereby not only benefiting themselves but also their individual organisations and their local communities.

Our Applied Learning approach has also expanded our training offering to include the co-supervision and management of post-graduate students, working in collaboration with our various training departments on applied conservation projects.

APPLIED LEARNING UNIT

Exciting ground-breaking research and Applied Learning projects continue to gain momentum and the College has become a research partner for a number of international, regional and local institutions such as Utrecht University, Copperbelt University, Mpumalanga University and Stellenbosch University who have post-graduate students doing research on various conservation problems under the supervision and support of our research team.

The pilot roll-out and investigation into the innovative use of various technologies and systems such as KOBO Toolbox, SMART, EarthRanger, SharePoint and Google Classroom has taken the College into the realm of big data, online communities of research practice, machine-learning, the internet of things and more. The College approach to technology has been holistic. It has been focused on improving services to staff, students, enhancing research, Applied Learning and the quality of our partnerships. These new technologies being used by the College, such as the use of SMART for recording and reporting on our water usage or SHAREPOINT for on line leave forms, can act as real "applied" examples for our students. The learning and research outputs being key drivers for the appropriate use of technology as well as our ability to provide best practice reporting to our donors and partners.

OUR LOCATION

The SAWC is located in the Limpopo Province of South Africa. It forms part of a contractual National Park with the Kruger National Park. The Kruger National Park in turn forms part of the Great Limpopo Transfrontier Park.

The College campus is situated 10km west of the Orpen Gate of the Kruger National Park. The College's location allows access to a diversity of land use types from national, provincial and private reserves, community owned agricultural land, and local community trust areas. The College is easily accessible with regular flights into Hoedspruit (Eastgate), Phalaborwa and Nelspruit airports. The nearest town is Hoedspruit which offers most of the important business requirements.



Introduction

OUR FACILITIES

Training Infrastructure

The infrastructure at SAWC includes five lecture rooms, a 40-seater conference facility, a laboratory and a dedicated research centre. Ecologically-friendly building improvements have been made across student and staff accommodation facilities.

The workshop area includes two classrooms as well as a workshop for the training of carpentry, plumbing and building. Numerous on-site practical training opportunities are also provided. The College also has its own vehicle fleet including game drive vehicles and two buses.

All necessary equipment such as data projectors, slide projectors, screens and PA systems are available. A fully equipped computer centre accommodating 30 students with Internet connectivity and a well-stocked, library and information resource centre complete with reference books, relevant magazines and videos is available to students. A clinic with a nurse is available on campus on Mondays.

Accommodation

Accommodation comprises 58 twin en-suite rooms (fitted for study with desks and chairs), and 17 safari tents (3-4 persons per tent accommodating a total of 58 students). The majority of the rooms have wifi reception and there are various hotspots across campus. In addition six permanent tents are dedicated to cater to the needs of researchers. These tents all have two twin beds and an en-suite bathroom.

Ranger Camp

Field ranger training takes place in a bush camp developed for this purpose. The learners are accommodated in 5x5 m tents and utilise communal bathrooms. Classrooms are on site and are fully equipped and supplied with power including digital projectors. Storage facilities for training equipment are on site as well. Courses can be run separately from all activities on the main campus. Kitchen facilities prepare field ranger type rations on site in the camp, which can accommodate 120 students.

The College also has a 100 metre accredited outdoor shooting range with purpose-built earthen side walls and backdrop to limit noise pollution. This is used for internal and external training of field rangers and field guides.

Meals

A fully equipped hospitality department runs an efficient kitchen and dining room and prepares all meals inclusive of packed meals as required on field trips. The kitchen is also designed to accommodate the training of tourism/hospitality learners in real workplace requirements.

Recreation

Recreational facilities include a bush pub, student swimming pool, pool table, gym equipment, dartboard, volleyball and netball field.

Board of Directors

& MANAGEMENT

BOARD OF DIRECTORS

Mr Fundisile Goodman Mketeni	CEO. South African National Parks
Mr Stephen Abrahams	Chief Financial Officer: Worldwide Fund for Nature - South Africa
Mrs Lize-Mari Lynch	Chief Financial Officer: Peace Parks Foundation
Mr Shonisani Mathews Munzhedzi	Deputy Director General: Biodiversity and Conservation: Department of Environment, Forestry and Fisheries – South Africa
Mr Werner Myburgh	CEO: Peace Parks Foundation
Mr Andrew Howard Parker	Senior Director: Conservation for Africa: Conservation International
Dr Glenda Raven	Senior Manager: Environmental Leaders Programme: Worldwide Fund for Nature – South Africa
Prof Brian Reilly	Professor and Head of Department: Nature Conservation: Tshwane University of Technology (TUT)
Mrs Theresa Mary Sowry	CEO: Southern African Wildlife College
Mr Christoph Weber	Head of Private Banking, Deputy CEO/Founder Trustee: Zürich Kantonal Bank/Friends of African Wildlife

EXECUTIVE MANAGEMENT STAFF

Mrs Theresa Sowry: Vice-Chancellor and Chief Executive Officer
 Mrs Sharmain Hanekom: Executive Manager: Finance and Human Resource/Company Secretary
 Mrs Jeanné Poultney: Executive Manager: Marketing, Fundraising and Media Relations

SENIOR MANAGEMENT COMMITTEE

Prof Alan Gardiner: Head: Applied Learning
 Ms Anelle Rautenbach: Head: Academic Support and Quality Assurance
 Mr Ashwell Glasson: Head: Academic Policy and Sector Advancement
 Dr Yolanda Pretorius: Manager: Natural Resource Management Qualifications

Ms Marilize van der Walt: Head: Natural Resource Management Department
 Mr Andrew (Andy) Davies: Head: Protected Area Integrity Department
 Mr Christopher Kafoteka: Head: Community Development and Youth Access Department
 Mr Sboniso Phakathi: Manager: Rural Initiative for Sustainable Environment
 Dr Richard Fergusson: Head: Responsible Resource Use and Field Guiding Department

Mrs Lesley Greyling: Manager: Human Resources
 Mr Mike Gardiner: Manager: Operations
 Ms Hazel Timm: Manager: Hospitality Services

Academic Staff

FULL-TIME

FULL-TIME ACADEMIC STAFF 2019

APPLIED LEARNING AND RESEARCH

Prof Alan John Gardiner: Head: Applied Learning and Research Unit – BSc (Rhodes University), BSc Hons (Rhodes University), DPhil (University of Zimbabwe and Oxford University), F.R.E.S.
Dr Cleo Graf: Information Database (Spatial Monitoring And Research Tool) & Training Coordinator – BSc (Hons) Applied Marine Biology (University Liverpool, UK), MSc Advanced Methods in Taxonomy and Biodiversity (Imperial College, London, UK), PhD Community Ecology (University Groningen, Netherlands)
Mr Henco Delpert: IT Manager: London Computer College: A+ iNet+ and Network Administration
Mr Condrie Collen Mkansi: IT Support Coordinator

ACADEMIC SUPPORT AND QUALITY ASSURANCE

Ms Anelle Rautenbach: Head: Academic Support and Quality Assurance – National Diploma (Hotel Management), Member (Golden Key International Academic Honour Society), BTd (Human Resource Development) Cum Laude (North West University)
Ms Daphne Gengayan: Learning Resources Officer – National Diploma: Library and Information Studies
Mrs Grace Ndlovu: Database Administrator – Certificate (Public Administration and Business English) Diploma (Public Administration) and Diploma (Business English)

ACADEMIC POLICY AND SECTOR ADVANCEMENT

Mr Ashwell Glasson: Head Academic Policy and Sector Advancement – BTd (Human Resource Development) Cum Laude (North-West University), GreenMatter Fellow, Member (Golden Key International Academic Honour Society), Member of the North-West University Convocation, Advanced Nature Guide (FGASA) SKS: National Birding (FGASA)

NATURAL RESOURCE MANAGEMENT - HIGHER EDUCATION AND TRAINING

Dr Yolanda Pretorius: Manager: Natural Resource Management Qualifications – PhD Ecology (Wageningen University)
Ms Marilize van der Walt: Head: Natural Resource Management Department – FGASA level 1 Nature Guide, NDip (Nature Conservation), BTech Nature Conservation (TUT)
Ms Fortunate Mathonsi: Coordinator: Natural Resource Management Qualifications – Certificate (Small Accommodation Establishment Operations)
Mr Fanuel Nleya: Junior Lecturer – NDip Conservation (UNISA), AdDip Conservation (UNISA), ExDip Business Leadership (Zimbabwe Institute of Management), PgDip Environmental Management (Stellenbosch)

COMMUNITY DEVELOPMENT AND YOUTH ACCESS

Mr Christopher Kafoteka: Head: Community Development and Youth Access Department – Diploma (Natural Resource Management), Certificate (Wildlife Management) (Malawi)
Ms Candy Morale: Projects Administrator – Certificate (Small Accommodation Establishment Operations)
Ms Thinatia Seepane: Learnership Administrator – Certificate (Small Accommodation Establishment Operations)
Mr Sboniso Ryan Phakathi: Manager – Rural Initiative for Sustainable Environment
Professor Mtungwa: Rise Facilitator

PROTECTED AREA INTEGRITY

Mr Andrew (Andy) Davies: Head: Protected Area Integrity Department – BA (Hons) Degree in Sociology and Political Studies (University of KwaZulu Natal)
Lt. Col. Altin Gysman: Programme Manager: Bachelor of Military Science (Human Sciences) (Stellenbosch University)
Ms Mercy Ntsandeni: Programmes Coordinator: Diploma (End User Computing); National Certificate (Natural Resource Management Terrestrial)
Mr Clive van Rooyen: Training Manager: Special Programmes

RESPONSIBLE RESOURCE USE AND FIELD GUIDING

Dr Richard Fergusson: Head: Responsible Resource Use and Field Guiding Department - BSc (Rhodes), BSc Hons (Pretoria), MSc Tropical Resource Ecology (University of Zimbabwe), DPhil (University of Zimbabwe)
Mr Pieter Nel: Senior Trainer
Mr Gabriel Lindeque: Senior Field Guide and Trainer: Certificate (Advanced Nature Guide (FGASA) Trails Guide (FGASA)

Programme

& INSTITUTIONAL ACCREDITATION

PROGRAMME AND INSTITUTIONAL ACCREDITATION AND PROGRAMME APPROVAL

Training plays a pivotal role in terms of rehabilitating and sustaining wildlife areas. Appointed as a centre of specialisation in conservation education, training and skills development within the SADC region, the SAWC has also been recognised as an Institute of Sectoral and Occupational Excellence (ISOE) for its contribution to skills development and organisational capacitation by CATHSSETA; the custodian of National Qualifications in the fields of tourism, sport, hospitality, tourist guiding and nature conservation.

The College ensures that all legal requirements for institutional registration and programme accreditation are adhered to. A comprehensive list of partnership agreements is available on request.

Legislative Context

The Programme Management Policy is benchmarked against the following legislation and guidelines:

- National Education Policy Act, Act 27 of 1996
- Higher Education and Training Act - as amended by the Higher Education Amendment Act (Act No. 39 of 2008)
- Higher Education Act, 1997 (Act No. 101 of 1997) Regulations for the Registration of Private Higher Education Institutions, 2016
- Further Education and Training Act - as amended by the General and Further Education and Training Quality Assurance Amendment Act (Act No. 50 of 2008)
- SAQA Act - as amended by the National Qualifications Framework Act (Act No. 67 of 2008)
- Various SAQA Criteria and Guidelines documents such as the Guidelines to Integrated Assessment.
- Skills Development Act - as amended by the Skills Development Amendment Act (Act No. 37 of 2008)
- Skills Development Levies Act, Act 9 of 1999
- ETQA Regulations
- Requirements of the ETQA/QC with whom the College is accredited / registered (HEQC/UMALUSI/QCTO/ Sector Education and Training Authorities)
- Department of Higher Education and Training guidelines for Work-Integrated Learning and Workplace-based Learning.
- Council on Higher Education - A good practice guide for the quality management of short courses offered outside of the higher education qualifications sub-framework, September 2016
- Department of Higher Education and Training - Draft policy on Internationalisation, April 2017

CODE OF CONDUCT

The SAWC is committed to excellent academic and ethical standards as expected in a conservation environment. In order for the College to ensure that these standards are adhered to and maintained, the following guiding principles are used to encourage compliance by the students:

- Honesty
- Respect
- Cooperation
- Team work
- Hard work

The primary purpose of the Code is to promote exemplary conduct. A copy of the Code of Conduct is made available to all students upon arrival; every student will thus be subject to the stipulated rules and regulations of the College.

Every student is encouraged to be an asset to the College. A student deemed to be guilty of misconduct will be dealt with in accordance with the agreed Code of Conduct if s/he disregards any provision of this Code or fails to comply with any provision thereof. A breach of the Code of Conduct may lead to a disciplinary hearing which may in turn result in a disciplinary measures being taken to correct misbehaviour.

At the time of registration all students will receive and sign a copy of the Code of Conduct.

Plagiarism is academic fraud and as such an unacceptable offence at the College. If a student is found guilty of plagiarism after a disciplinary investigation, he/she will be disciplined or even expelled from the programme, pending an appeal by the student.

Courses

OFFERED

THE COURSES WE OFFER

HIGHER EDUCATION AND TRAINING

The Southern African Wildlife College's Higher Education and Training (HET) Programme presented its first twelve-month Certificate in Nature Conservation in 1998. Soon afterwards a second, more advanced, twelve-month Certificate was developed. To date more than one thousand students from conservation organisations across Africa have graduated from both these HET courses. Both HET qualifications have been approved by the Council of Higher Education of South Africa.

The Natural Resource Management Qualifications Department strives towards maintaining a healthy balance between theory and practice with a strong emphasis on Applied Learning. As the College is based within the Greater Kruger National Park, students acquire hands-on experience in all aspects of nature conservation during their training. Furthermore, a Work Integrated Learning project bridges the gap between classroom learning and workplace reality.

The Southern African Wildlife College will not be offering the Higher Certificate: Nature Conservation - Conservation Implementation and Leadership NQF Level 5 in the 2020 academic year. This offering will now form part of the College's Occupational Qualifications namely the National Certificate: Natural Resource Management: Terrestrial, NQF Level 5.

In 2020, the Advanced Certificate: Nature Conservation – Trans-Frontier Conservation Management NQF Level 6 will be implemented.
Mode of instruction: Contact
Language policy: English

Policy on Student Support

The College provides a comprehensive student support system that ensures students have access to and support from lecturers, tutors and dedicated support staff. The focus is a holistic approach to ensure that students are encouraged to be motivated, team-oriented and focused on life-long learning. The services provided include literacy and numeracy classes through to Workplace-Integrated Learning guidance for assignments and projects. The student support system also provides a mechanism for engagement with the College leadership via a democratically-elected Student Representative Council and class representatives. Feedback and input systems are implemented to help improve student support through the Academic Department.

Policy on disability

The College encourages applications from persons with disabilities and special needs. Due to the nature of the qualifications applicants with certain categories or types of disabilities may not be eligible for registration.

Policy on health and wellness

The College has a policy on health and wellness for staff and students, which includes proactive health planning, the promotion of regular exercise and the understanding of College health and safety requirements. These requirements are included in the staff induction and student orientation. A clinic with a nurse is available on campus on Mondays.

Policy on student complaints

The student complaints policy adopts a student-safe and support-focused role. The students may lay specific complaints and grievances via formal student structures, or in an individual capacity to the Academic Department.

Additional information on the College policies can be requested from info@sawc.org.za or aglasson@sawc.org.za

Programme specific details are provided in the fact sheets for each individual programme.

Courses Offered

OCCUPATIONAL QUALIFICATIONS

The following Occupational Qualifications are offered by the College:

National Certificates

The College offers National Certificates in Conservation at NQF Level 2 and 5 recognised by the Education and Training Quality Assurance Body, CATHSSETA. All our qualifications are recognised by the South African Qualifications Authority (SAQA) and made up of fundamental, core, and elective unit standards which are the building blocks of the qualification. Our learners achieve these qualifications through a combination of training sessions on the College campus and experiential learning in the workplace. See below for further details of the following qualifications on offer:

National Certificate: Natural Resource Management: Terrestrial: NQF Level 5
Further Education and Training Certificate: Professional Hunting: NQF Level 4
National Certificate: Nature Conservation: Resource Guardianship: NQF Level 2

Skills Programmes

Skills programmes are designed to be occupationally relevant and at the same time composed of CATHSSETA registered unit standards.

Dangerous Game Site Guide – NQF 2, TG/DANGAMSITEGD/2/0043
Dangerous Game Site Guide – NQF 4, TG/DANGAMSITEGD/4/0044
Field Ranger Law Enforcement – Unarmed or Armed – NQF 2, CONS/FIERANGLAWENF/2/0049
Field Ranger Protected Area (Unarmed) – NQF 2, FIERANGPROTAREA/2/0050
Conservation General Assistant – NQF 2, CONS/CONGENASS/2/0052

Skills Programme accredited by the ETDP-SETA in partnership with the Independent Examinations Board.

Foundational Learning Competence - NQF 2, 88895

FGASA Endorsement of SAWC as a Training Provider

From June 2019 the SAWC gained endorsement as a FGASA Training Provider. Within the FGASA system SAWC is able to provide training for

- Apprentice Field Guide NQF2
- Apprentice Trails Guide
- Advanced Rifle Handling
- Tracking
- Birding
- Biome Guide

The first intake of FGASA students graduated in November 2019 and the next course will start in January 2020

SHORT COURSES

The College also offers a range of specialist short courses, either as nationally accredited learning programmes with CATHSSETA, institutionally-accredited higher education short courses, or non-accredited needs driven programme. The short courses include a wide spectrum of wildlife management, nature-based tourism, community-based natural resource management and environmentally-related topics. These courses are aimed at improving all-round performance and understanding. In doing so, the College also aims to open career opportunities for personnel who do not have the formal qualifications to become protected area natural resource managers. These courses also build capacity and equip personnel with the necessary skills to manage their areas more effectively. A minimum of 10 participants is required for these short courses to run. Please contact the College directly to arrange tailor-made short courses to suit specific training needs. See below for further details of short courses on offer.

OTHER PROGRAMMES

Youth Access Bridging Programme: The bridging programme has been revised and in future will include the foundational learning competence (FLC) to enable learners in the use of workplace literacy and numeracy for the world of work. The second phase of training will include training as field guides (nature guides) through our Field Guides Association of Southern Africa (FGASA) apprentice field and trails guide programmes, with a workplace assignment at a lodge for workplace learning purposes.

Higher Education & TRAINING

ADVANCED CERTIFICATE IN NATURE CONSERVATION: TRANS-FRONTIER CONSERVATION MANAGEMENT			
SAQA QUAL ID	QUALIFICATION TITLE		
82006	Advanced Certificate: Nature Conservation: Trans-Frontier Conservation Management		
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY		NQF SUB-FRAMEWORK	
CHE - Council on Higher Education		HEQSF - Higher Education Qualifications Sub-framework	
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered	SAQA 06120/18	2018-07-01	2021-06-30
LAST DATE FOR ENROLMENT	LAST DATE FOR ACHIEVEMENT		
2022-06-30	2025-06-30		
NQF LEVEL	NQF Level 6		
DURATION OF THE PROGRAMME	The learning programme runs over a period of one academic year. Direct student contact sessions for the programme take place during two College blocks, whilst the practical application of competencies take place over an additional 16 weeks at students' own workplaces. Provision for formal summative assessments is made after each College block.		
CREDIT VALUE	The learning programme consists of 120 credits		
PURPOSE	<p>The Southern African Wildlife College offers the Advanced Certificate in Nature Conservation: Trans- Frontier Conservation Management as a training intervention aimed at the development of Nature Conservation managers within the Southern African Development Countries (SADC) region.</p> <p>The nature of conservation within the context of the SADC is evolving to enable the integration and opening up of artificial boundaries previously associated with conservation areas. Through the working relationships established through Transfrontier conservation initiatives it is becoming more and more important to enable a consistent shared approach to matters concerning conservation.</p> <p>The sustainable utilisation, conservation and protection of the natural environment and resources require an integrated and holistic management approach. Effective management within Transfrontier conservation areas promotes both natural environment issues and cooperation with stakeholders including local communities.</p> <p>Natural resources conservation challenges and objectives in the SADC region is the joint responsibility of countries including:</p> <ul style="list-style-type: none"> • South Africa • Mozambique • Zambia • Zimbabwe • Malawi • Botswana • Swaziland • Namibia and • Lesotho <p>The effective management of the dynamics of Transfrontier conservation areas has particular importance from the perspective of retaining our shared African heritage. The effective utilisation of this resource as a major and increasingly important tourism attraction contributes to and promotes economic sustainability across the SADC.</p>		

Higher Education & Training

	<p>The qualification addresses competencies required for managerial positions within the conservation environment, associated which positions such as:</p> <ul style="list-style-type: none">• Reserve Managers• Section Rangers• Game Wardens• Senior Field Rangers• Senior Wildlife Officers• Ranger – operations• Ranger – extension
TARGET GROUP	<p>The learning programme is aimed at individuals already involved in operational positions within the nature conservation environment; who have been identified and earmarked for personal development and career advancement into management positions, based on their expertise and leadership abilities in their country of origin.</p> <p>Individuals earmarked for personal growth and job advancement opportunities relevant to this qualification, already have acquired a minimum of five years technical expertise in the broad focus areas associated with Nature Conservation principles and activities and have been exposed to entry-level supervisory and leadership positions within a conservation context.</p> <p>It is envisaged that individuals interested in the qualification will mainly fit into the following demographic profile:</p> <ul style="list-style-type: none">• Open age group with the average minimum age of the target group being between 25 and 30 years of age• Male or female• Employed in a nature conservation environment for at least five years• Above average level of technical know-how on conservation issues• Ability to work with a diverse range of individuals• Ability to work outdoors sometimes in less than optimal weather conditions• Good ability to build rapport• Good communication skills
ENTRY LEVEL REQUIREMENTS	<p>It is assumed that students entering this qualification are competent in:</p> <ul style="list-style-type: none">• English at NQF Level 5• Mathematical Literacy at NQF Level 5• Recognised conservation qualification on NQF level 5 or equivalent• A minimum of 5 years full-time employment in a nature conservation related role
ASSESSMENT	<p>An integrated assessment approach is incorporated into the Qualification. This implies that theoretical and practical components are assessed together. During integrated assessments, formative and summative assessment methods and combinations of practical, applied, foundational and reflective competencies are used.</p> <p>A range of formative and summative assessment methods are used, and ensures that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated. Continuous assessment is provided through:</p> <ul style="list-style-type: none">• Portfolios• Simulations• Workplace assessments and practical workbooks• Written assignments and tests• Case studies and case presentations• Peer group evaluation• Competency evaluations of clinical skills• Face to face contact with students
EXIT LEVEL OUTCOMES OF THE PROGRAMME	<p>Students qualifying against the learning programme will be able to</p> <ul style="list-style-type: none">• Determine the application of conservation practices in relation to Transfrontier conservation objectives• Develop a management plan to support the effective operation of a Nature Conservation unit or area• Manage a conservation implementation plan according to organisational requirements• Report on effectiveness of implementation

Higher Education & Training

RULES OF COMBINATION	<p>The qualification is made up of Fundamental and Core Components. No Elective component is provided.</p> <p>The qualification will be awarded to students who have met competence requirements as detailed in the exit level outcomes and associated assessment criteria.</p> <p>Students are required to:</p> <ul style="list-style-type: none">• Complete all fundamental components (30 Credits)• Complete all core components (90 Credits)• Complete Work integrated learning assessments (18 credits, which are included within the above components) in order to make up the overall minimum of 120 Credits for the qualification.			
PROGRAMME CURRICULUM	LEARNING COMPONENT		MODULE	CREDITS
	RESEARCH	Fundamental	Conservation Research	10 Cr
	GENERIC MANAGEMENT	Fundamental	Financial Management	10 Cr
			Human Resources Management	10 Cr
	ECO TOURISM	Core	Eco Tourism	10 Cr
	CONSERVATION PLANNING	Core	Environmental Development Planning	10 Cr
			Land-use planning	5 Cr
			Geographical information systems in conservation	5 Cr
	TRANSFRONTIER CONSERVATION	Core	Transfrontier Conservation	10 Cr
			Natural Resources Protection	10 Cr
	CONSERVATION MANAGEMENT	Core	Community-based Natural Resources Management	10 Cr
			Biodiversity Management	10 Cr
			Catchment Management	10 Cr
	RESOURCE ECONOMICS	Core	Resource Economics	10 Cr
	WORK INTEGRATED LEARNING		Credits included within the Core and Fundamental Components	(18 Cr)
			TOTAL CREDITS	120

Higher Education & Training

FIRST SEMESTER: HET COURSE SCHEDULE Core teaching and assessment period 21 January–15 April 2020		
ADVANCED CERTIFICATE MODULES	LECTURER	DATES
Student Registration, Orientation and Induction	All students	20 Jan
Conservation Research	Yolanda Pretorius	21–24 Jan
Human Resources Management	Lesley Greyling	27 Jan– 10 Feb
Financial Management	Rozanne Ernst	11–25 Feb
Conservation Research	Yolanda Pretorius	26 Feb
GIS	PPF	27 Feb - 11 Mar
Land-use Planning	Johalize Koch	12–20 Mar
Biodiversity Management	Andrew Deacon	23 Mar–3 Apr
Stakeholder Engagement	Elna de Beer	6–15 Apr
EXAM	SAWC	24 Apr– 8 May
Work Integrated Learning	Workplaces	11 May–3 Jul
RE-EXAM	SAWC	6–10 Jul
Exam Preparation Time: 16–23 April Semester Exams: 24 April–8 May WIL: 11 May–3 July Supplementary Exams: 6–10 July		

Higher Education & Training

SECOND SEMESTER: HIGHER EDUCATION COURSE SCHEDULE Core teaching and assessment period: 15 July–9 October 2020		
ADVANCED CERTIFICATE MODULES	LECTURER	DATES
Conservation Research	Yolanda Pretorius	15 Jul
Transfrontier Conservation	Yolanda Pretorius	16–24 Jul
Catchment Management	Piet Muller	27 Jul– 6 Aug
CBNRM	RISE	7–21 Aug
Environmental Development	Ralf Kalwa	24 Aug– 4 Sep
Resource Economics	Fanuel Nleya	7–25 Sep
Natural Resource Protection	AFRTS	28 Sept– 9 Oct
EXAM	SAWC	26 Oct–6 Nov
RE-EXAM	SAWC	16–20 Nov
Graduation		25 Nov
Exam Preparation Time: 12–3 October Semester Exams: 26 October–6 November Supplementary Exams: 16–20 November Moderation: 16–24 November Graduation: 25 November		

NATIONAL CERTIFICATES

NATIONAL CERTIFICATE: NATURAL RESOURCE MANAGEMENT: TERRESTRIAL CODE: 59949	
NQF LEVEL	NQF Level 5
DURATION OF THE PROGRAMME	The learning programme runs over a period of one academic year.
CREDIT VALUE	The learning programme consists of 144 credits.
PURPOSE	<ul style="list-style-type: none"> A learner who has achieved this qualification will be able to integrate supervisory knowledge and skills with the operational specifics of a conserved area. The course focuses on the skills needed by field staff of a conserved area. The learner will also be in a position to lead and mentor other learners in the attainment of management objectives in the context of the different aspects of managing a conserved area. A learner will also be able to make valuable contributions to community developments and other community based projects. The qualification has been developed to assist professionalism across the conservation industry.
TARGET GROUP	<p>Aspirant protected area and natural resource managers. Current field staff, e.g. field rangers, general assistants, supervisors and junior managers. In addition unemployed learners who wish to enter the fields of conservation can be selected and will be paired with employed learners in the workplace.</p> <p>The course is structured in such a manner that it equips existing and potential protected area staff or community leaders with relevant skills required to manage these areas more efficiently, or even to make a value-added contribution to their communities through sustainable conservation of the environment. It is aimed at individuals who are involved with, or wish to make significant contributions to the practical field and administration tasks of a conserved area.</p>
ENTRY LEVEL REQUIREMENTS	It is assumed that the learner entering a programme leading to this qualification has achieved an FET certificate at NQF 4 or the equivalent, a Certificate in Conservation Guardianship, or has at least 3 yrs relevant conservation experience. The learner will have appropriate levels of written communication, English proficiency, mathematical competence and occupational competence equivalent to at least school leaving standards with at least 50% in mathematical literacy and English.
EXIT LEVEL OUTCOMES OF THE PROGRAMME	<p>Learners qualifying against the learning programme will be able to:</p> <ul style="list-style-type: none"> Enforce compliance with relevant conservation legislation. Manage the workplace at an operational level. Ensure that effective communication is enabled through the maintaining of relevant communication as per organisational requirements. Identify and solve problems in the application of Nature Conservation Management. Collect, analyse, organise and evaluate information at operational level. Support teamwork in the operational environment and in the execution of Conservation Resources Management responsibilities. Maintain effective working relationships which are supported in the enforcing of conservation compliance. Ensure that the use of Science and Technology is supported by the use of relevant technology employed in the undertaking of patrols.

PROGRAMME CURRICULUM	UNIT STANDARD NAME	U STD NUMBER	U STD LEVEL	U STD CREDIT VALUE
	Develop and apply conservation ethics	253968	5	4
	Manage area integrity	253964	5	12
	Enforce conservation compliance	253973	5	5
	Apply basic conservation management planning	253965	5	4
	Apply protected area management planning	253961	5	4
	Demonstrate an understanding of Indigenous plant management	253962	5	15
	Demonstrate identification and application of indigenous plant species protection	253971	5	6
	Monitor the presence or absence of wild animal species	253969	5	15
	Monitor wild animal populations	253957	5	15
	Implement Integrated catchment management planning	253959	5	4
	Manage cultural heritage resources in the field	253958	5	5
	Construct and maintain infrastructure	8368	5	12
	Control soil erosion	253972	5	5
	Construct paths/tracks and maintain road networks	253963	5	5
	Lead and manage teams of people	7859	6	6
	Apply workplace communication skills	8647	5	10
	Demonstrate an understanding of professional values and ethics	8648	5	4
	Implement policies regarding HIV/AIDS in the workplace	9224	5	4
	Analyse and communicate workplace data	8662	5	5
	Facilitate conservation understanding	253967	5	4
	TOTAL CREDITS	144		

Occupational Qualifications

FURTHER EDUCATION AND TRAINING CERTIFICATE: PROFESSIONAL HUNTING CODE: 58930	
NQF LEVEL	NQF Level 4
DURATION OF THE PROGRAMME	The learning programme will be run over a period of two years: 18 months on site training at the SAWC, and an additional six months practical work experience in the employment of a credible professional hunting outfitter.
CREDIT VALUE	The learning programme consists of 162 credits.
PURPOSE	The Professional Hunting learning programme addresses the skills and competencies enabling qualifying, licensing and registration as a Professional Hunter to enable access to employment opportunities in the hunting environment in South Africa. To empower persons of a previously disadvantaged background to access the hunting industry and improve the current standard of training of professional hunters in South Africa.
TARGET GROUP	It is envisaged that individuals interested in the Professional Hunting Learning Programme will mainly fit into the following demographic profile: <ul style="list-style-type: none">• Above the age of 22 years• Male or female• Employed in a conservation or hunting related industry or envisaging employment in the Professional Hunting environment• Ability to work with a diverse range of cultures• Ability to build rapport and operate as part of a team• Good communication skills• Good physical and mental stamina
ENTRY LEVEL REQUIREMENTS	<ul style="list-style-type: none">• Learners accessing the learning programme must at minimum be over the aged of 22.• Be conversant in English as a medium of tuition• Preference will be given to students with:<ul style="list-style-type: none">- A valid driver's license and PDP.- Experience in the conservation/ hunting industry- Possession of a firearms competency card.
EXIT LEVEL OUTCOMES OF THE PROGRAMME	Students qualifying against the learning programme will be able to: <ul style="list-style-type: none">• Operate in the professional hunting environment.• Apply legislative requirements applicable to professional hunting.• Handle and maintain weapons for hunting purposes.• Maintain hunting ethics and traditions in the operational environment.• Interact with clients in the Professional Hunting environment.• Conduct a hunting experience according to industry standards.• Deal with hunting trophies in the correct manner.

Occupational Qualifications

PROGRAMME CURRICULUM	UNIT STANDARD NAME	U STD NUMBER	U STD LEVEL	U STD CREDIT VALUE
	Accommodate audience and context needs in oral/signing communication	119472	4	5
	Interpret a variety of literary texts	119466	4	5
	Interpret and use information from texts	119457	4	5
	Write/present/sign texts for a range of communicative contexts	119465	4	5
	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	9015	4	6
	Describe, represent, analyse and explain changes in shape and motion in 2- and 3-dimensional space with justification	7484	4	4
	Evaluate literary texts	119470	4	5
	Make and motivate judgements on selected literary texts	119461	4	5
	Read/view, analyse and respond to a variety of texts	119469	4	5
	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	7468	4	6
	Write/present/sign for a wide range of contexts	119459	4	5
	Assess and record the quality and size of a trophy animal	246418	4	9
	Comply with current legislation relating to and impacting on hunting	246422	4	6
	Demonstrate an understanding of ethics and traditions pertaining to the hunting of wild animals	246416	4	4
	Hunt wild animals with a client	246413	4	13
	Interpret wildlife behavior for hunting	246421	4	10
	Skin, handle, treat and dispatch hunting trophies	246412	4	6
	Oversee arrival and departure of customers	8551	4	3
	Monitor occupational health and safety	9243	4	8
	Manage and maintain weapons for hunting	246419	4	4
	Provide instruction to clients and hunting staff	246414	4	4
	Plan a dangerous game hunt	246415	4	10
	Plan a recreational hunting experience	246420	4	15
	Pursue a dangerous game quarry	246417	4	10
	Assist with tasks related to marketing, market research and promotions	115409	4	7

Occupational Qualifications

NATIONAL CERTIFICATE: NATURE CONSERVATION: RESOURCE GUARDIANSHIP CODE : 59389	
NQF LEVEL	NQF Level 2
DURATION OF THE PROGRAMME	The learning programme runs over a period of 20 weeks (100 days) formative training and 20 weeks (100 days) workplace activities.
CREDIT VALUE	The learning programme consists of 138 credits.
PURPOSE	A learner who has achieved this qualification will be able to implement operational knowledge and skills within a conserved area. The course focuses on the skills needed by general field staff of a conserved area. The learner will also be in a position to lead and mentor other learners in the attainment of management objectives in the context of the law enforcement, ecological, maintenance and operational aspects of managing a conserved area. A learner will also be able to make valuable contributions to community development and other community based projects. The qualification has been developed to enhance professionalism across the conservation industry.
TARGET GROUP	Current field assistant staff, e.g. field rangers, general assistants and field staff supervisors of conservation areas. The course is structured in such a manner that it equips existing and potential protected area staff or community leaders with relevant skills that they require in order fulfil their operational tasks more efficiently or even to make a value-added contribution to their communities through sustainable conservation of the environment. It is aimed at individuals who are involved with, or wish to make significant contributions to the practical field and administration tasks of a conserved area.
ENTRY LEVEL REQUIREMENTS	It is assumed that the learner entering a programme leading to this qualification has achieved a qualification at NQF 1 or equivalent. The learner will be required to have: <ul style="list-style-type: none">• Communication at NQF Level 1.• Mathematical Literacy at NQF Level 1.
EXIT LEVEL OUTCOMES OF THE PROGRAMME	<ul style="list-style-type: none">• Manage available resources at operational level.• Demonstrate an understanding of the Nature Conservation environment.• Operate in the Nature Conservation environment.• Perform conservation resources guardianship according to operational requirements.• Effective communication is enabled through the maintaining of relevant communication as per organisational requirements.• Problems are identified and solved in the application of nature conservation guardianship as it relates to the maintaining of area integrity.• Information is collected analysed, organised and evaluated in the performing of conservation resources guardianship in the operational environment.• The world is understood as a set of related systems as the Nature Conservation sector and operational environment is investigated.• Own activities are managed and organised in the performance of conservation resources guardianship activities in the operational environment.• Teamwork is supported in the operational environment and the execution of conservation resources guardianship responsibilities.• The maintaining of effective working relationships is supported through the requirements of the operational environment.• The use of science and technology is supported by the use of computer literacy in the operational environment as well as the electronic applications used for the gathering and reporting of information in the performance of conservation resources guardianship requirements in the workplace.

PROGRAMME CURRICULUM	UNIT STANDARD NAME	U STD NUMBER	U STD LEVEL	U STD CREDIT VALUE
	Access and use information from texts	119463	2	5
	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	9009	2	3
	Demonstrate understanding of rational and irrational numbers and number systems	7480	2	3
	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	9008	2	3
	Maintain and adapt oral/signed communication	119454	2	5
	Use language and communication in occupational learning programmes	119460	2	5
	Use mathematics to investigate and monitor the financial aspects of personal and community life	7469	2	2
	Work with a range of patterns and functions and solve problems	9007	2	5
	Write/present for a defined context	119456	2	5
	Operate a personal computer system	7547	2	6
	Demonstrate knowledge of Nature Conservation in terms of it's function in society	252468	2	4
	Identify and Monitor local wildlife	252462	2	8
	Carry out harvesting of fauna	252455	2	4
	Collect field specimens and environmental data	252451	2	4
	Contribute to the health, safety and security of the workplace	110064	2	4
	Orientate, navigate, use and create maps in conservation areas	252456	2	8
	Perform Conservation Guardianship	252452	2	4
	Carry out harvesting of flora	252458	2	3
	Combat problem plants	252453	2	3
	Demonstrate ability to participate effectively in a team or group (* presented with US 252461)	244605	2	2
	Ignite, control and extinguish fires in a conservation area/unit (* presented with US 244605)	252461	2	5
	Implement cultural heritage resources management in the field	252460	2	5
	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	13915	2	4
	Demonstrate knowledge of conservation ethics	8336	2	3
	Perform basic domestic infrastructural maintenance in a conserved area	252465	2	8
	Perform basic field infrastructural maintenance in a conserved area.	252450	2	8
	Erect, monitor and maintain wildlife fences	252454	2	4
	Combat soil erosion	252457	2	8
	Demonstrate an understanding of factors that contribute towards healthy living	14659	1	4
	Plan and manage personal finances	15092	1	5
ADDITIONAL INFORMATION	<p>The programme is presented in a modular format with each module having its own summative assessment. This is to allow learners who may have to exit the programme prematurely an opportunity to be awarded the unit standards they have successfully completed.</p> <p>This structure also provides opportunity for credits and SOA's to learners who have successfully completed certain of the unit standards, but have been unable to achieve competency in others.</p> <p>Learners who wish to achieve the full qualification must complete the full learnership programme in order to be awarded the qualification.</p> <p>Learners who successfully complete this qualification are eligible for selection to study the Level 5 National Certificate in Natural Resource Management: Terrestrial.</p>			

Occupational Qualifications

SKILLS PROGRAMMES:

SKILLS PROGRAMME: DANGEROUS GAME SITE GUIDE TG/DANGAMSITEGD/2/0043		
NQF LEVEL	NQF Level 2	
DURATION OF THE PROGRAMME	The skills programme is a 75 day programme	
CREDIT VALUE	The skills programme consists of 75 credits.	
PURPOSE	A learner who has achieved one or more of these unit standards will be able to implement operational knowledge and skills within a conserved area in the subject field of the completed unit standard/s. The course focuses on the skills needed by a guide operating in a natural or conservation area. The learner will also be in a position to lead and mentor other learners (at this level) in the attainment of guiding objectives in the context of the nature guiding in an area with potentially dangerous animals. A learner will also be able to make valuable contributions to nature based tourism operations. The qualification has been developed to assist professionalism across the nature guiding industry.	
TARGET GROUP	Entry level people who have expressed an interest in nature guiding. Existing Field Rangers who would like to expand or make a change in their career path.	
ENTRY LEVEL REQUIREMENTS	An interest in and passion for the guiding profession. The learner will be required to have: <ul style="list-style-type: none">• Communication at NQF Level 1 or equivalent.• Mathematical Literacy at NQF Level 1 or equivalent.	
EXIT LEVEL OF THE PROGRAMME	Students qualifying against the skills programme will be able to: <ul style="list-style-type: none">• Accurately identify reasonably clearly defined spoor of small to large animals.• Systematically follow the track of a large ungulate or similar animal.• Estimate the age of spoor as less than a day, one to two days or older.• Establish needs, limitations and expectations of tourists• Identify and assess locally accessible heritage resources and plan a guided experience• Provide informed and entertaining commentary• Apply a set of professional ethics• Ensure the health and safety of tourists on the guided experience with legal requirements• Ensure legal requirements pertaining to the guided experience are adhered to• Reflect on the guided experience• Prepare to conduct a guided nature experience on foot in areas where potentially dangerous animals may occur• Interpret the behaviour of animals in the broader ecological context in terms of human safety• Lead a guided experience to view potentially dangerous animals• Demonstrate firearm action drills in the event of an attack by an animal	
COURSE CONTENT	The following learning modules comprise the training programme	
	1. Introduction to guiding 2. Creating a guiding experience 3. Geology 4. Astronomy 5. Weather and climate 6. Ecology 7. Taxonomy 8. Introduction to biomes 9. Botany 10. Arthropods 11. Amphibians	12. Reptiles 13. Fish 14. Birds 15. Mammals 16. Animal behaviour 17. Conservation management and history 18. Tracking 19. Wildlife diseases 20. View potentially dangerous animals 21. Handle firearms
COURSE CONTENT/ UNIT STANDARDS	UNIT STD NUMBER	UNIT STD NAME
	335797	Conduct a guided experience to view potentially dangerous animals
	8478	Create a guided experience for customers
	8460	Track animals and identify spoor using easily recognizable spoor

Occupational Qualifications

SKILLS PROGRAMME: DANGEROUS GAME SITE GUIDE TG/DANGAMSITEGD/4/0044		
NQF LEVEL	NQF Level 4	
DURATION OF THE PROGRAMME	The skills programme is a 39 day programme.	
CREDIT VALUE	The skills programme consists of 39 credits.	
PURPOSE	The course focuses on the skills needed by a guide operating in a natural or conservation area. The learner will also be in a position to lead and mentor other learners in the attainment of guiding objectives in the context of the nature guiding in an area with potentially dangerous animals. A learner will also be able to make valuable contributions to nature based tourism operations. The qualification has been developed to assist professionalism across the nature guiding industry.	
TARGET GROUP	Nature guides with a level 2 qualification and Field Rangers with a NQF 2 and higher.	
ENTRY LEVEL REQUIREMENTS	It is assumed that the learner entering a programme leading to this qualification has achieved the Dangerous Game Site Guide qualification at NQF 2 or equivalent. The learner will be required to have: <ul style="list-style-type: none">• Communication at NQF Level 2.• Mathematical Literacy at NQF Level 2.	
EXIT LEVEL OUTCOMES OF THE PROGRAMME	<ul style="list-style-type: none">• Identify customer needs and expectations• Recognise customer dissatisfaction and take action to resolve the situation• Identify and use opportunities to enhance the quality of customer service• Communicate with all customers in a friendly and courteous manner• Prepare to conduct a guided nature experience on foot in areas where potentially dangerous animals may occur• Interpret the behaviour of animals in the broader ecological context in terms of human safety• Lead a guided experience to view potentially dangerous animals• Demonstrate firearm action drills in the event of an attack by an animal• Implement policy to promote the prevention of safety and emergency incidents• Manage emergency incidents; which affect the safety of an individual, group or crowd• Manage the reaction of an individual, group or crowd to a safety or emergency incident• Design a nature guiding experience• Conduct a guided nature experience• Review own guiding performance• Demonstrate knowledge of the guiding activity category• Plan and prepare for a specific tourist guiding activity• Prepare participants for a guiding activity• Supervise a tourist guiding activity• Conclude a tourist guiding activity	
COURSE CONTENT/ UNIT STANDARDS	UNIT STD NUMBER	UNIT STD NAME
	335797	Conduct a guided experience to view potentially dangerous animals
	335799	Conduct a guided nature experience
	246740	Care for customers
	335801	Conduct a tourism guiding activity
	255914	Minimise and manage safety and emergency incidents

Occupational Qualifications

SKILLS PROGRAMME: FIELD RANGER LAW ENFORCEMENT ARMED AND UNARMED CONS/FIERANGLAWENF/2/0049	
NQF LEVEL	NQF Level 2
DURATION OF THE PROGRAMME	The skills programme ARMED is a six week training programme. The skills programme UNARMED is a five week training programme.
CREDIT VALUE	The skills programme consists of 38 credits.
PURPOSE	The purpose of this training is to improve the learners ability to work as a field ranger in the area of conservation by reinforcing and improving the skills that he/she currently has and then building skills and abilities upon these. Upon completion of the programme the learner will be able to provide basic protected areas security, be capable of gathering useful data on the natural resources under his/her care. The learner's understanding of how natural systems function will improve and he/she should gain a better understanding of the resources under his/her care; with consideration of resources that require particular conservation concern. Field Ranger – Law Enforcement (Armed or UnArmed) is without question the most important part of the development of a Field Ranger as it prepares him/her for the actual circumstances that will be encountered during the day-to-day tasks being performed by a Field Ranger. The knowledge and training should give the learner the confidence to function better in his/her position as a field ranger and as a member of the local community. This training prepares the learner to achieve the Unit Standards included in the skills programme: FIELD RANGER – LAW ENFORCEMENT (ARMED OR UNARMED)
TARGET GROUP	Current field assistant staff, e.g. field rangers, general assistant, field staff and security guards of conservation areas. The course is structured in such a manner that it equips existing and potential protected area staff or community leaders with the relevant skills required to fulfil their operational tasks more efficiently. It is aimed at individuals who are involved with, or wish to make a significant contribution to the practical law enforcement and field tasks of a conserved area.
ENTRY LEVEL REQUIREMENTS	It is assumed that the learner entering a programme leading to this qualification has achieved a qualification at NQF Level 2 or equivalent. The learner will be required to have: <ul style="list-style-type: none">• The physical ability required of a field ranger• Been declared medically fit• No criminal record
EXIT LEVEL OUTCOMES OF THE PROGRAMME	<ul style="list-style-type: none">• Learners qualifying against the skills programme will be able to:• Explain the importance of managing personal finances• Set personal financial goals• Identify ways to achieve personal financial goals• Develop a personal and/or family budget• Explain the basic principles of personal hygiene.• Demonstrate an understanding of healthy and nutritious eating habits.• Demonstrate an understanding of the consequences of abusing drugs and medicine.• Demonstrate an understanding of sports and/or recreational activities for a healthy lifestyle.• Explain the concept and principles of nature conservation broadly.• Outline the history of nature conservation.• Demonstrate the relevance of nature conservation principles to society.• Explain the inter-relatedness within ecosystems.• Identify locally scarce plants and animals.• Explain the purpose and state the principles of wildlife monitoring.• Identify local plants and animal species including their sign, spoor and habitat.• Count the local plants and animals.• Determine the locality of animals, plants and abiotic elements.• Record information on species observed.• Communicate directions to specific locations according to the requirements of the situation.• Find, orientate and navigate along a route to a specified destination.

Occupational Qualifications

EXIT LEVEL OUTCOMES OF THE PROGRAMME	<ul style="list-style-type: none">• Read, interpret and use maps.• Draw and/or create simple maps.• Plot information on a map using symbols.• Conduct patrols in order to collect and interpret information associated with conservation guardianship.• React appropriately within the law and according to established procedures, in order to counter any illegal activities.• Collect evidence in order to be able to prosecute a suspect and present evidence in a court of law.• Apply appropriate communication techniques during conservation guardianship operations.• Identify the advantages and disadvantages of working in a team or group.• Identify the characteristics of an effective team or group.• Identify the roles and responsibilities of individuals in a team or group.• Identify techniques to manage group dynamics.																																														
COURSE CONTENT/ UNIT STANDARDS	<p>This skills programme is presented in a modular format and comprises the following unit standards:</p> <p>FIELD RANGER LAW ENFORCEMENT UNARMED COURSE</p> <table><tr><th>UNIT STD NUMBER</th><th>UNIT STD NAME</th></tr><tr><td>14659</td><td>Demonstrate an understanding of factors that contribute towards healthy living</td></tr><tr><td>15092</td><td>Plan and manage personal finances</td></tr><tr><td>252468</td><td>Demonstrate knowledge of nature conservation in terms of its roles and function in society</td></tr><tr><td>8336</td><td>Demonstrate knowledge of conservation ethics</td></tr><tr><td>244605</td><td>Demonstrate ability to participate effectively in a team or group</td></tr><tr><td>252456</td><td>Orientate, navigate, use and create maps in conservation areas</td></tr><tr><td>252452</td><td>Perform conservation guardianship</td></tr><tr><td>252462</td><td>Identify and monitor local wildlife</td></tr></table> <p>FIELD RANGER LAW ENFORCEMENT ARMED COURSE</p> <table><tr><th>UNIT STD NUMBER</th><th>UNIT STD NAME</th></tr><tr><td>14659</td><td>Demonstrate an understanding of factors that contribute towards healthy living</td></tr><tr><td>15092</td><td>Plan and manage personal finances</td></tr><tr><td>252468</td><td>Demonstrate knowledge of nature conservation in terms of its roles and function in society</td></tr><tr><td>8336</td><td>Demonstrate knowledge of conservation ethics</td></tr><tr><td>244605</td><td>Demonstrate ability to participate effectively in a team or group</td></tr><tr><td>252456</td><td>Orientate, navigate, use and create maps in conservation areas</td></tr><tr><td>252452</td><td>Perform conservation guardianship</td></tr><tr><td>252462</td><td>Identify and monitor local wildlife</td></tr></table> <p>SASSETA Unit Standards for Field Ranger Law Enforcement ARMED</p> <table><tr><td>117705</td><td>Demonstrate knowledge of the Firearms Control Act. 2000 (Act No 60 of 2000) applicable to possessing a firearm</td></tr><tr><td>123511</td><td>Handle and use a self-loading rifle or carbine for business purposes</td></tr><tr><td>123519</td><td>Handle and use a manually operated rifle or carbine for business purposes</td></tr><tr><td>119650</td><td>Handle and use a self-loading rifle or carbine</td></tr><tr><td>119651</td><td>Handle and use a manually operated rifle or carbine</td></tr></table>	UNIT STD NUMBER	UNIT STD NAME	14659	Demonstrate an understanding of factors that contribute towards healthy living	15092	Plan and manage personal finances	252468	Demonstrate knowledge of nature conservation in terms of its roles and function in society	8336	Demonstrate knowledge of conservation ethics	244605	Demonstrate ability to participate effectively in a team or group	252456	Orientate, navigate, use and create maps in conservation areas	252452	Perform conservation guardianship	252462	Identify and monitor local wildlife	UNIT STD NUMBER	UNIT STD NAME	14659	Demonstrate an understanding of factors that contribute towards healthy living	15092	Plan and manage personal finances	252468	Demonstrate knowledge of nature conservation in terms of its roles and function in society	8336	Demonstrate knowledge of conservation ethics	244605	Demonstrate ability to participate effectively in a team or group	252456	Orientate, navigate, use and create maps in conservation areas	252452	Perform conservation guardianship	252462	Identify and monitor local wildlife	117705	Demonstrate knowledge of the Firearms Control Act. 2000 (Act No 60 of 2000) applicable to possessing a firearm	123511	Handle and use a self-loading rifle or carbine for business purposes	123519	Handle and use a manually operated rifle or carbine for business purposes	119650	Handle and use a self-loading rifle or carbine	119651	Handle and use a manually operated rifle or carbine
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Occupational Qualifications

SKILLS PROGRAMME: FIELD RANGER PROTECTED AREA (UNARMED) CONS/FIERANGPROTAREA/2/0050		
NQF LEVEL	NQF Level 2	
DURATION OF THE PROGRAMME	The skills programme is a six week training programme.	
CREDIT VALUE	The skills programme consists of 37 credits.	
PURPOSE	<p>A learner who has achieved one or more of these unit standards will be able to implement operational knowledge and skills within a conserved area in the subject field of the completed unit standard/s.</p> <p>The course focuses on the skills needed by Field Ranger staff of a conserved area. The learner will also be in a position to lead and mentor other learners in the attainment of management objectives in the context of the law enforcement and operational aspects of managing and maintaining the integrity within a conserved area.</p> <p>A learner will also be able to make valuable contributions to community development and other community based projects.</p> <p>The qualification has been developed to assist professionalism across the conservation industry.</p>	
TARGET GROUP	Current field assistant staff, e.g. field rangers, general assistants and field staff of conservation areas. The course is structured in such a manner that it equips existing and potential protected area staff or community leaders with relevant skills that they require in order fulfil their operational tasks more efficiently. It is aimed at individuals who are involved with, or wish to make significant contributions to the practical law enforcement and field tasks of a conserved area.	
ENTRY LEVEL REQUIREMENTS	<p>It is assumed that the learner entering a programme leading to this qualification has achieved a qualification at NQF 1 or equivalent.</p> <p>The learner will be required to have:</p> <ul style="list-style-type: none">• Communication at NQF Level 1.• Mathematical Literacy at NQF Level 1.	
EXIT LEVEL OUTCOMES OF THE PROGRAMME	<p>Learners qualifying against the skills programme will be able to:</p> <ul style="list-style-type: none">• Demonstrate and understanding of nature conservation issues, and how they relate to society as a whole.• Carry out designated conservation security practices according to a plan, e.g. conduct routine security patrols.• Assist in attainment of management objectives as related to the use of fire as a management tool• Service and provide routine maintenance to a variety of fences.	
COURSE CONTENT/ UNIT STANDARDS	This skills programme is presented in a modular format and comprises the following unit standards:	
	UNIT STD NUMBER	UNIT STD NAME
	252452	Perform conservation guardianship
	252456	Orientate, navigate, use and create maps in conservation areas
	252468	Demonstrate knowledge of nature conservation in terms of it's function in society
	8336	Demonstrate knowledge of conservation ethics
	14659	Demonstrate an understanding of factors that contribute towards healthy living
	15092	Plan and manage personal finances
	252461	Ignite, control and extinguish fires in a conservation area/unit
	252454	Erect, monitor and maintain wildlife fences

Occupational Qualifications

SKILLS PROGRAMME: CONSERVATION GENERAL ASSISTANT CONS/CONSGENASS/2/0052		
NQF LEVEL	NQF Level 2	
DURATION OF THE PROGRAMME	The skills programme is a 51 day programme.	
CREDIT VALUE	The skills programme consists of 50 credits.	
PURPOSE	<p>A learner who has achieved one or more of these unit standards will be able to implement operational knowledge and skills within a conserved area in the subject field of the completed unit standard/s. The course focuses on the skills needed by general field staff of a conserved area. The learner will also be in a position to lead and mentor other learners in the attainment of management objectives in the context of the maintenance and operational aspects of managing a conserved area.</p> <p>A learner will also be able to make valuable contributions to community development and other community based projects. The qualification has been developed to assist professionalism across the conservation industry.</p>	
TARGET GROUP	The learning programme is aimed at Field Rangers, Trackers, Guides and General Workers. It is also aimed at private individuals who wish to learn more about basic infrastructure maintenance and fence maintenance and construction.	
ENTRY LEVEL REQUIREMENTS	<p>It is assumed that the learner entering a programme leading to this qualification has achieved a qualification at NQF 1 or equivalent.</p> <p>The learner will be required to have:</p> <ul style="list-style-type: none">• Communication at NQF Level 1.• Mathematical Literacy at NQF Level 1.	
EXIT LEVEL OUTCOMES OF THE PROGRAMME	<p>Learners qualifying against the skills programme will be able to:</p> <ul style="list-style-type: none">• Perform basic field and domestic infrastructural maintenance• Skills associated with protected areas, demonstrate knowledge of conservation ethics,• Control and extinguish fires,• Combat soil erosion including wildlife fencing etc	
COURSE CONTENT / UNIT STANDARDS	UNIT STD NUMBER	UNIT STD NAME
	8336	Demonstrate knowledge of conservation ethics
	14659	Demonstrate an understanding of factors that contribute towards healthy living
	15092	Plan and manage personal finances
	252461	Ignite, control and extinguish fires in a conservation area/unit
	244605	Demonstrate ability to participate effectively in a team or group
	252453	Combat problem plants
	252465	Perform basic domestic infrastructural maintenance in a conserved area
	252450	Perform basic field infrastructural maintenance in a conserved area.
	252454	Erect, monitor and maintain wildlife fences
	252457	Combat soil erosion

Short Courses

OFFERED

SHORT COURSES

The Southern African Wildlife College offers organisations and or private businesses the opportunity to enroll their staff for training in any the following short courses on the basis of ten people attending as a minimum requirement. Training can take place at SAWC or on-site at a location preferred and provided by the client. Courses can be tailored according to the specific needs of the organisation.

QUOTES & INFORMATION

A Short Course would only be scheduled when a minimum of 10 people can attend from a particular organization and only then would interested individual be notified of the relevant dates and location of the course. Individuals requiring modules as unaccredited short courses listed in HET and Occupational Qualifications listed in this Prospectus can attend these based on availability.

Quotes and information can be obtained from the relevant departments by contacting info@sawc.org.za or **+27 15 793 7300**. We will contact you as soon as possible with the course information. All prices quoted for short courses at SAWC will include meals, accommodation, course materials and training fees. Transport to and from the College is excluded in quotes but can be quoted on request. Quotes for short courses are only valid for 30 days.

For all short course queries, registration and costs, please contact info@sawc.org.za

COMMUNICATION & ADMINISTRATION

COMMUNICATION

CODE: COM311

This module deals with the Communication model and theory. The different communication barriers. Written communication. Effective communication in the workplace. Verbal communication and presentation techniques. Anyone in a networking role.

CONSERVATION ADMINISTRATION

CODE: GCA322

Administrative management is about managing information through people. It mainly deals with being able to guide your work, organisation (framework to work by), control, evaluation, efficient / smooth running of organisation, base for strategic planning, budgeting, work plans. Anyone in a administrative or project management and networking role.

PEOPLE & CONSERVATION

GOVERNANCE IN CONSERVATION

CODE: CERTIFICATE OF ATTENDANCE

Apply governance practices as an integrated social-ecological process between conservation (ecological) and people (social) to provide valuable support to conservation to stay relevant, dynamic and responsive to change and challenges. Identify the relationship between people and conservation. Relate the trends in conservation to governance paradigms. Apply governance in conservation. Apply decision-making as part of the governance process. Comprehend governing towards implementation. For anyone operating in the social aspect of conservation.

STAKEHOLDER ENGAGEMENT

CODE: HE08/004/SE01

This module deals with the application of stakeholder engagement as an inclusive and continuous process between your organisation and those potentially impacted upon based on good practice to help build strong relationships resulting in fostering the social processes needed to achieve conservation objectives. Identify the relationship between people and conservation. Describe the trends of stakeholder engagement in relation to your work situation. Apply the concept of stakeholder engagement to your work situation. Define the guiding principles, core values and standards of stakeholder engagement. Define the relevance of context and solutions to challenges in stakeholder engagement; and Practice stakeholder engagement as a phased approach based on principles of accountability and good practice methodology. For anyone operating in the social aspect of conservation.

Short Courses Offered

INTRODUCTION TO COMMUNITY DEVELOPMENT AND CONSERVATION

CODE: 105 ICBN

Introduction to the relationship between community development and conservation management approaches. Identify and link development related concepts to community based conservation approaches. Identify and compare different community based conservation approaches with your work situation. Identify and apply participation as an instrument to involve local communities in community based conservation approaches. Practice basic skills in support of the relationship between conservation and local communities. For anyone operating in the social aspect of conservation.

ENVIRONMENTAL EDUCATION

CODE: 102 EE

Overview of current trends in environmental education and review of the principles of environmental education in general. Understand learning theory and how it relates to programme development in the context of natural resource management to become familiar with education strategies aimed at the youth and adult groups. Individuals from the private sector and environmental educators.

COMMUNITY BASED NATURAL RESOURCE MANAGEMENT (CBNRM)

CODE: 105 CBN

Apply CBNRM with communities as a CBC approach in order to enable communities to manage their natural resources. Comprehend CBNRM as a CBC approach. Apply CBNRM as a CBC approach in local communities. Apply ecological economics in CBNRM. Practice good governance in CBNRM projects to support communities in managing their natural resources. Practice PRA skills and techniques in CBNRM. Natural resource managers and people working with community based conservation agencies.

HUMAN RESOURCE MANAGEMENT

CODE: 121 HRM

Principles of management and human resource management. The effect of external factors on management practices. Effective leadership skills. Application of motivation dynamics and the impact on productivity in the workplace. Basic interviewing skills in recruitment, selection and placement. Performance appraisals. Grievance and disciplinary procedures. Development of job descriptions. Communication skills. Basic skills relating to training needs assessment in the workplace. Managers, assistants, people in leadership or supervisory roles, Individuals who want to learn management principles.

PERSONNEL MANAGEMENT

CODE: 119 PMC

Tourism products and services associated with protected areas. Community based tourism. Customer service. Public relations and marketing. Tourism facilities. Ecotourism and sustainable tourism development. Development of tourism development plans. Participants will be involved in an assessment that entails developing a Tourism Development Plan for a Conservation / Community Area, as well as undergo practical exercises. Individuals wishing to become tour operators, current tourism and tour operators who would like to expand their knowledge and skills base, professionals in the hospitality, travel and tourism industries, trackers and guides who are involved in the in the wildlife industry.

PHILOSOPHY AND ETHICS OF CONSERVATION

CODE: PEC313

This module deals with the basic concepts and different approaches to conservation issues. Approaches to conservation based on different belief and values systems. Problems facing the world. Other movements and approaches related to conservation ethics. Interpersonal skills. Park Wardens, Conservation Agency Management Staff, People involved in designing, planning, monitoring and evaluation of Parks and Reserves or Conservation Programmes.

HUMANITARIAN LAW AND HUMAN RIGHTS WITH AN EMPHASIS ON CONSERVATION ISSUES

CODE: HE08/004/HRC01

Learner will have an understanding of Human Rights and how it is applicable in Nature Conservation / Protected Area Management. All conservation staff, from managers to rangers (game scouts, wildlife police officers, fisheries officers) need to be aware of their responsibilities and rights in respect of international human rights charters and the national legislation of the country in which they are working. They are vulnerable to committing rights violations due to working in conflict zones, being armed, separated from their

Short Courses Offered

families and working far from direct supervision, and not least to the stress related to dealing with antagonistic communities. It is therefore important to develop a strong culture of respect for human rights within conservation organisations, parks and project interventions.

CONSERVATION DATA & TECHNOLOGY MANAGEMENT

GIS APPLICATION FOR WILDLIFE MANAGEMENT

CODE: 104 IGIS

Introduction to GIS, processes and techniques for presentation, cartography and mapping, GIS/GPS capturing and remote sensing data, GIS as a conservation application. Course participants must be fully computer literate and familiar with the Microsoft Operating Systems and Office Suite. Anyone interested in understanding and applying basic GIS applications.

ADVANCED GIS FOR WILDLIFE MANAGEMENT

CODE: 115 AGIS

This course is aimed at advanced GIS concepts and data processing techniques as well as spatial analysis. It is expected that course participants have at least made use of GIS in their working environment having run and applied GIS projects. This course is offered in the ArcGIS environment, all aspects of the suite of software will be covered. In addition a basic project description, outline and process will be dealt with during the course. Anyone who already has a good working knowledge of GIS and is interested in understanding and applying more advanced GIS applications.

CONSERVATION RESEARCH

CODE: CRS414

This module is an introduction to research. It teaches that research is the study and investigation of the world around us in order to give us a better understanding of it. It deals with scientific research by collecting information in an ordered way and interpreting it using existing knowledge and logical reasoning. It describes the types of research: Academic vs. Applied. It discusses the role of research in management by identifying research needs and making research usable to managers. Park Wardens, Conservation Agency Management Staff, People involved in designing, planning, monitoring and evaluation of Parks and Reserves or Conservation Programmes.

BIODIVERSITY MANAGEMENT

CATCHMENT MANAGEMENT

CODE: CAM412

Understanding of Structure and Function of River and Lake Systems. Basic Limnological Terminology. Understanding of Point and Non-Point Pollution and their Impacts on Freshwater and Related Ecosystems. Mitigation of Point Source Pollution and Non-Point Source Pollution. Use of Water Quality Parameters. Park Wardens, Conservation Agency Management Staff, People involved in designing, planning, monitoring and evaluation of Parks and Reserves or Conservation Programmes.

BIODIVERSITY MANAGEMENT

CODE: BVM411

This module deals with monitoring biodiversity. We know little about how ecosystems work, yet we tamper with them extensively. Even our efforts at conservation remain largely untested. The only way we can begin to understand what we are doing is through longterm, systematic monitoring of biodiversity at many levels of organisation and spatiotemporal (space and time) scales. Park Wardens, Conservation Agency Management Staff, People involved in designing, planning, monitoring and evaluation of Parks and Reserves or Conservation Programmes.

BASIC ECOLOGY

CODE: BEC314

This module deals with understanding the term Ecology and the principles involved. How our understanding of Ecology influences the way we manage the ecosystems. Identify, interpret and apply knowledge relating to geology, soils and soil erosion in support of effective conservation. Identify, use and apply knowledge of climate and weather in support of the implementation of conservation

Short Courses Offered

operation activities. Identify and evaluate components of the ecosystem processes. Investigate and evaluate the impact and role of different species within the ecosystem. Demonstrate an understanding of the principles of freshwater, estuary, marine and terrestrial ecosystems as it applies to the Southern African region. Park Wardens, Conservation Agency Management Staff, People involved in designing, planning, monitoring and evaluation of Parks and Reserves or Conservation Programmes.

VEGETATION STUDIES

CODE: VEG317

We monitor the vegetation because it provides habitat for most other species, food for most animals, protects the soil from erosion and regulates the flow of water and energy through the ecosystem. There are hundreds of vegetation variables that you could monitor and its important to have specific management questions to focus on. This module teaches that management objectives are based on the desired state for a park / reserve (usually written as a Mission / Vision statement) and how to work towards the desired outcome. Park Wardens, Conservation Agency Management Staff, People involved in designing, planning, monitoring and evaluation of Parks and Reserves or Conservation Programmes.

ANIMALS STUDIES

CODE: ANS315

Use and apply knowledge of the fauna of the Southern African Region in support of conservation objectives. Use and apply knowledge and understanding of taxonomy and basic anatomy for the identification and classification of the key fauna species of the southern African conservation region. Utilize knowledge and understanding of habitats and animal behavior in the application of monitoring techniques in order to support the managing of animal populations in own known area of operation. Use and apply species utilization as well as translocation and capturing techniques in the management of fauna as it applies to conservation objectives. Apply knowledge of CITES in support of operational wildlife management objectives. Park Wardens, Conservation Agency Management Staff, People involved in designing, planning, monitoring and evaluation of Parks and Reserves or Conservation Programmes.

NATURAL RESOURCE MANAGEMENT

LAND USE PLANNING

CODE: LUP425

This module deals with an overview of the TFCA land use planning process by identify study area, information collection and background mapping, holding a workshop, situational analysis, concept development plan and land use plan and future environmental character. Park Wardens, Conservation Agency Management Staff, People involved in designing, planning, monitoring and evaluation of Parks and Reserves or Conservation Programmes.

ENVIRONMENTAL DEVELOPMENT PLANNING

CODE: EDP415

Use and apply environmental development principles in the planning and implementation of responsible development. Use and apply environmental development principles in the conducting of environmental impact assessments. Identify and evaluate legal frameworks applicable to protected areas development as it applies to environmental development planning in own area of operation. Evaluate development plans in order to assess the meeting of responsible development principles. Evaluate environmental development plans in terms of legal, impact and integrated management requirements. Anyone interested in understanding and applying basic GIS applications.

CONSERVATION MANAGEMENT PLANNING

CODE: CMP329

This module deals with the development of a comprehensive plan for multi designation sites. In addition to planning the management of nature conservation features, plans should also consider stakeholder interests, cultural aspects (including historical, archaeological, religious and spiritual interests), visitor management / tourism, education and interpretation, and social and economic aspects. Recognizing the need to adopt an inclusive approach which takes account of the interests of all stakeholders and, as far as possible, encourages their involvement in all appropriate aspects of management planning and site management. Park Wardens, Conservation Agency Management Staff, People involved in designing, planning, monitoring and evaluation of Parks and Reserves or Conservation Programmes.

Short Courses Offered

ENSURING EFFECTIVE MANAGEMENT IN PROTECTED AREAS

CODE: 110 EEM

Understanding of the need for protected areas to be managed effectively; The role of Management Effectiveness Evaluation (MEE) tools; The difference between the different types of MEE tools; The limitations of MEE tools in ensuring management effectiveness; The essential principles of a comprehensive management, A basic understanding of how to design and implement a Protected Area. Management System (PAMS). Park wardens, conservation agency management staff, people involved in designing, planning, monitoring and evaluation of parks and reserves or conservation programmes.

CULTURAL HERITAGE MANAGEMENT

CODE: CHM316

Apply conservation management principles in support of the management of cultural heritage in the area of operation. Identify and describe cultural heritage management principles as it applies to own area of operation. Document cultural heritage sites according to operational requirements in own area of operation. Interpret cultural heritage legislation within the context of heritage management in conservation of protected areas. Develop a cultural heritage management plan as it applies to a selected heritage site. Use and apply cultural and conservation knowledge to interpret a cultural site and resources within a conservation/protected area. Managers & Supervisors.

RESPONSIBLE RESOURCE USE AND VETERINARY SERVICES

1. Game Capture techniques and the captive handling of various species
2. The South African Model: History of economics and ownership of wildlife.
3. Value of wildlife today in Africa (Hunting as a proactive tool to conserve wildlife). Importance of hunting in conservation economics in the current African landscape
4. Importance of Genetic Sustainability. How to maintain buffalo trophy quality in sport-hunted populations. (Buffalo Project)
5. Legislation and International pressure that threatens the hunting industry. The case of Cecil the Lion and the repercussions – Impacts
6. Ageing, behavior, reproduction and the challenges of managing Southern Africa's elephant populations
7. The impacts of Wildlife Diseases: How wildlife diseases change the way wildlife is managed
8. Behavior and aging of lions
9. Behavior, sex determination and ageing of leopards
10. Community Wildlife Conflict and Interactions
11. Wildlife Damage Control and Wildlife Electric Fencing
12. Excursions to nearby private nature reserves

FINANCIAL MANAGEMENT & RESOURCE ECONOMICS

PROJECT MANAGEMENT

CODE: 103 PMC

The project cycle, development of project concepts, project design, planning and implementation, monitoring and evaluation and fundraising techniques. Managers, coordinators, supervisors, individuals who want to manage projects in the tourism and hospitality industries.

RESOURCE ECONOMICS

CODE: 122 REC

The link between basic economic theory and wildlife conservation. Economic tools for valuing wildlife costs and benefits. The economic policy factors influencing wildlife conservation. Economic instruments for providing incentives and raising finance for wildlife conservation. Integrating economic principles and tools into park, protected area and CBNRM planning. Wildlife managers, extension officers, people in leadership or supervisory roles and those who want to learn resource economics and its management.

Short Courses Offered

PRINCIPLES OF FINANCIAL ADMINISTRATION

CODE: PFA328

Use and apply financial administration techniques to plan and manage conservation operations in own area of responsibility. Draft and present financial budgets to support operational objectives as it applies to planning in a conservation area. Apply financial administration principles and techniques at operational level. Learn to use financial control systems in support of financial management objectives and operations. Park Wardens, Conservation Agency Management Staff, People involved in designing, planning, monitoring and evaluation of Parks and Reserves or Conservation Programmes.

FINANCIAL MANAGEMENT

CODE: FIM426

Use and apply financial management techniques to plan and manage conservation operations in own area of responsibility. Draft and present financial budgets to support operational objectives as it applies to conservation planning in a conservation area. Apply financial management principles at operational level. Design, implement and evaluate financial control systems in support of financial management objectives and operations. Park Wardens, Conservation Agency Management Staff, People involved in designing, planning, monitoring and evaluation of Parks and Reserves or Conservation Programmes, Lodge owners and staff.

NATURAL RESOURCE PROTECTION

NATURAL RESOURCE PROTECTION

CODE: 106 NRP

Planning and implementation of security operations in protected areas. Development of strategic protection plans, development of training and deployment of field rangers. Park wardens / managers, rangers and senior field staff, people involved with the implementation of security operations and law enforcement within protected areas.

TRACK A PERSON IN A NATURAL ENVIRONMENT

CODE: 407 TAP - U/S ID 376442

Learners assessed against this unit standard will possess the skills and techniques required to track a human as an individual or as part of a tracking team. He/she will be able to identify tracks/trails left by suspects, interpret spoor, demonstrate anti-tracking and tactical tracking even in the face of anti-tracking measures. This includes the improved detection of illegal activity in areas of operation with faster rates and response times for extended periods of time and over hostile terrain resulting in increased arrests and the ultimate prosecution of perpetrators of environmental crimes. This programme is aimed at organisations (both private and government) and individuals who form part of tracking teams e.g. counter poaching units as well as field rangers who patrol conservation areas. The upsurge in illegal poaching activity in conservation or natural systems has also necessitated that this course is aimed at a wider audience including resource managers and environmental officers.

ENSURING ECOSYSTEM INTEGRITY

CODE: 108 EEI

Drill and discipline, weapon handling, tracking and bush-craft, patrols, observation posts, radio procedures, map reading, antipoaching techniques, monitoring of species. Field rangers' supervisors.

CONSERVATION LAW ENFORCEMENT

CODE: CLE326

Apply law enforcement principles in own area of operation in support of conservation objectives. Compare and evaluate different legislative requirements as it applies to national and international conservation management objectives. Apply correct law enforcement principles and processes as it applies to the gathering and reporting of information, the management of crime scenes and arrest procedures. Apply the correct processes and procedures in support of legal proceedings and prosecutions of conservation offences. Plan and conduct patrols and apply navigational, communication, tracking and bush-craft in support of effective patrolling. Use and apply correct operational procedures in the monitoring and reporting of species in support of conservation objectives. Park Wardens, Conservation Agency Management Staff, People involved in designing, planning, monitoring and evaluation of Parks and Reserves or Conservation Programmes.

Short Courses Offered

FIELD GUIDING

VIEW POTENTIALLY DANGEROUS ANIMALS

CODE: 174 VPDA

This programme will instill within guides the necessary knowledge of animal behaviour, situational awareness and safety requirements so as to ensure that these activities are carried out with strict professionalism and respect both for the guest and area of operation. The course focuses on the skills needed by nature guides operating in natural or conservation areas with the presence of dangerous animals.

DANGEROUS GAME SITE GUIDE

(WORKPLACE-BASED, VIA RPL OR EXTENDED PROGRAMME)

This course has been developed, in two formats, at the request of guides who have qualified without the Dangerous Game element and need training for VPDA (View Potentially Dangerous Animals; CATHSSETA Unit Standard 335797) in their workplace. As certification cannot be done for a single U/S we have combined VPDA with U/S 8460 (Track animals and identify easily recognisable spoor). Candidates are typically guides who have Nature Site Guide (NQF 2) and are employed, but cannot afford several months away from the workplace.

Where the candidate qualifies for Recognition of Prior Learning (RPL) the course comprises 39 days of which 9 are spent at SAWC for initial orientation and assessment and then for practical assessments at the end. For the rest of the time the candidate is in the workplace, being mentored by a qualified senior colleague, and with visits from the SAWC trainer/team every second week.

Where a candidate does NOT qualify for RPL there is an extended version of the course which is also workplace-based and requires 9 days of residence at SAWC but is spread over 75 days, also under the supervision of a workplace mentor and receives 6 days of training/assessment in field with both the mentor and the SAWC trainer/team.

RESPONSIBLE RESOURCE USE MODULE

Responsible Resource Use is an overarching concept combining high-level elements of Sustainability, Sustainable Use, Ecotourism and Conservation but these are generally poorly integrated and articulated within the wildlife tourism sector. African landscapes, wildlife, experiences and communities are fundamental attractors to increasing numbers of influential people from more developed continents, whose understanding of the realities of conservation in Africa is typically limited. African role players need to understand Responsible Resource Use to be able to operate within its parameters and to use tourism and other resource based industries to educate both their clientele and communities in the responsible use of wild or natural resources.

A specific module is being developed for roll-out from 2020 onwards which is foundational knowledge aimed to inspire attitudes and a pro-conservation mindset in future leaders and resource users. This programme will also become a requirement for both the Guiding and hunting industries as these are sectors which are key to providing an enriched and educational experience to visitors, relevant to both their understanding and enjoyment of their “safari” in the short-term and critically, to their future participation in achieving the SDGs globally in the long-term.

The module will be accredited at NQF 5 for institutional accreditation and will ultimately be available in several formats.

FGASA ENDORSEMENT OF SAWC AS A TRAINING PROVIDER

Since June 2019 SAWC has gained endorsement as a FGASA Training Provider. Within the FGASA system SAWC can provide training for

- Apprentice Field Guide NQF2
- Apprentice Trails Guide
- Advanced Rifle Handling
- Tracking
- Birding
- Biome Guide

The first intake of FGASA students will graduate in November 2019 and the next course will start in January 2020

SAWC retains its CATHSSETA registration as well and can provide training for

- Dangerous Game Site Guide NQF 2
- Dangerous Game Site Guide NQF 4
- FETC Professional Hunting

University Programmes

& SHORT COURSES FOR GROUPS

UNIVERSITY PROGRAMMES AND SHORT COURSES FOR GROUPS

The Southern African Wildlife College University Programmes offers the opportunity for the exchange of dialogue around today's most prevalent conservation issues experienced in Southern Africa. Our university programmes aim to share understanding and experiences on the most contemporary conservation issues of today.

Programmes can be tailor-made to match the time constraints, budgets and the curricula for university or school group with various topics or themes of interest presented by highly qualified and experienced subject matter expertise within our various training departments and region. These subject matter expertise provides talks and activities and can be viewed within the categories below. Tours through the Lowveld region of South Africa to places of interest are also tailored to fit well with the below themes to give student groups the most value and learning exposure in their study abroad visit to South Africa.

THEME: WILDLIFE AREA MANAGEMENT

TALKS AND ACTIVITIES

1. Managing for Biodiversity: South Africa's diverse ecosystems
2. Understanding behavior of species and the importance of research and monitoring
3. Reserve Management Plans – How to compile and implement
4. Private Nature Reserves and their role within the Kruger2Canyons Biosphere
5. Mega-Herbivores, their role in the greater ecosystem and why we need to conserve them
6. Climate change and it's impact
7. The role of invertebrates in Africa's eco-systems

THEME: PROTECTED AREA INTEGRITY (LAW ENFORCEMENT IN AFRICAN CONSERVATION AREAS)

TALKS AND ACTIVITIES AVAILABLE

1. Current situation on Rhino and Elephant poaching in South Africa
2. The Field Ranger: Paramilitary Programmes at SAWC
3. Visit to K9 Unit
4. Visit to K9 Unit and Dog Handling Demonstration (when available)
5. PASOP – Protected Area Standard Operating Procedures in Practice
6. The Role aircraft has in anti-poaching operation with the Greater Kruger National Park
7. The role of trained woman from local communities in anti-poaching operations – success stories
8. Kruger2Canyons: The Rhino Ambassadors Program

THEME: ELEPHANT MANAGEMENT

TALKS AND ACTIVITIES

1. Ecology of the African Elephant. Behavior and management. To Cull or not to cull
2. Management of Elephants. Research in the Timbavati
3. Excursions to the Elephant Hall in Letaba, Kruger National Park

THEME: TRANS FRONTIER CONSERVATION AREAS

TALKS AND ACTIVITIES

1. Introduction to SAWC as a college for training within the Southern African Development Community (SADC) , course types and the students (where they come from, their impact).
2. Kruger2Canyons Biosphere and the Greater Limpopo Trans frontier Conservation Area and SAWC's role within the Biosphere
3. Introduction to Protected Areas and Buffer Zones in South Africa.
4. Trans frontier Conservation Areas in Southern Africa. Focus on their rationale, joint tourism plans, zonation plans and management plans.
5. Biodiversity of South Africa / Swaziland Trans frontier Conservation area (Songimvelo- Malolotja).

University Programmes

THEME: TOURISM MANAGEMENT WITHIN PROTECTED AREAS
TALKS AND ACTIVITIES

- 1. Tourism: Advantages and disadvantages in South Africa
- 2. Tourism development in South Africa
- 3. Tourism opportunities in Rural Communities – Challenges (Trip to nearby communities)
- 4. Sustainable and Responsible Tourism – The role of EIA’s Tourism Development Planning
- 5. Excursion to a 5 star lodge within a protected area.
- 6. Panorama Route Guided Tour - an add on to Tourism in practice. Discussions on Tourism in the Kruger2Canyons Biosphere
- 7. Day Visit local rural community bordering Kruger National Park, plant a tree at a school, have a traditional meal, play a soccer match with community youth
- 8. Visits to communities owned nature reserve and meet the original land claimants to hear their success stories

THEME: RURAL INITIATIVE FOR SUSTAINABLE DEVELOPMENT (RISE)
TALKS AND ACTIVITIES

- 1. Introduction to Community Based Natural Resource Management
- 2. Protected Area Governance and Principles of successful Community Based Natural Resource Management
- 3. Case Studies within Southern African where CBNRM works
- 4. Visits to nearby community owned nature reserves bordering Kruger National Park.

Youth Access

YOUTH ACCESS: BRIDGING PROGRAMME: AN INTRODUCTION TO CONSERVATION AND GUIDING

For the very first time since its inception in 1996, the Southern African Wildlife College opened its doors to school leavers from communities across South Africa. The Introduction to Conservation and Environmental Education Bridging Course started off as a pilot project in 2010 and due to its success, and with continued donor support, the course has been extended and revised so suit the needs of industry.

Aimed at youth who are interested in and have a passion for a career in conservation and/or field guiding, the programme focuses on exposing the learner to the theory and practical application of vocational numeracy and literacy and to the life of a field guide in a conservation area. Learners undergo a contact training session at the College for 6 months and then are work-placed in host lodges for 6 months in order to get a real understanding of an entry level career in field guiding and to gain valuable field experience. During this time the learners actively participate in field guide mentoring, conducting game drives, dangerous game walks, immersion in ecotourism operations and day to day lodge and hospitality activities.

Learners who complete the bridging programme will obtain their foundational learning competency in literacy and numeracy and if selected, their FGASA apprentice field and apprentice trails guide qualifications.

Programme

INFORMATION

ACCESS TO INFORMATION ACROSS ALL PROGRAMMES

PROGRAMME	HIGHER EDUCATION	OCCUPATIONAL QUALIFICATIONS	SHORT COURSES	YOUTH ACCESS
			INTERNATIONAL PROGRAMMES	BRIDGING PROGRAMME
	ADVANCED CERTIFICATE	NATIONAL CERTIFICATES	SHORT COURSES	
POLICY ON STUDENT SUPPORT	<p>Lecturers at the SAWC will be available for contact and enquiries regarding the Work Integrated Learning block requirements.</p> <p>Semester exams will take place on completion of each SAWC training block.</p> <p>A detailed course calendar will be provided to students on acceptance into the programme.</p>	<p>Trainers of the relevant unit standards will be available during the training period to provide assistance and guidance to learners in completing assignments and tasks.</p> <p>A designated mentor will be available to provide assistance and guidance to learners while completing assignments in the workplace.</p> <p>Summative assessments will take place on completion of each unit standard and leading up to these, support and guidance will be provided by the relevant trainers to students through formative assessments and focussed training.</p> <p>A learner guide with supporting information concerning the particular qualification will be provided to students on acceptance into the programme.</p>	<p>Trainers of the relevant unit standards and short course modules will be available during the training period to provide assistance and guidance to learners in completing assignment and tasks.</p>	<p>The Bridging Course will comprise three components: Foundational Learning Competency, Field Guide training followed by a 6-month Work Placement. Based on learner competency, learners will be selected to advance to the 75-day field guide training component and the work placement.</p>

Programme Information

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ADMISSIONS AND SELECTION HOW TO APPLY	<p>Applicants are required to complete the course application form indicating the programme they intend applying for. This form should be submitted to the College, addressed to the Head Academic Support and Quality Assurance together with all the accompanying documentation stipulated on the application form.</p> <p>PLEASE NOTE: All students are required to obtain a letter of endorsement from the HUMAN RESOURCE or TRAINING MANAGER of their respective organisations before their application will be considered by the College.</p>	<p>Application forms are available on request from the College and on the College website www.wildlifecollege.org.za</p>	<p>Short courses and skills programmes are of a shorter duration, therefore applications are directly processed at the college.</p> <p>A minimum of 10 people are needed to run a short course. Applicants are required to complete a course application form indicating the short course they wish to apply for. Additional letter of endorsement from institutions sending their employees might be required for specialized short courses.</p>	<p>The Youth Access Bridging programme offered by the Wildlife College enables learners to acquire conservation and guiding knowledge as well as practice in the wildlife industry.</p> <p>Intake requirements: The learner will have appropriate levels of written communication, English proficiency, Maths and occupational competence equivalent to at least school leaving standards.</p>
<p>Due to the intense physical and practical nature of most of our training courses, many of the programmes at the College will put pregnant women or people with certain other medical conditions at risk. In the interests of their own health, we ask all students to disclose any health issues they may have. Given the associated risks, pregnant women will however not be eligible for selection. Female students arriving at the College for certain programmes, who are pregnant, or who should fall pregnant during these programmes, will be asked to return to their workplaces, as they will not be allowed to complete the training.</p>				

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COURSE FEES	<p>The course fee for the Higher Certificate or Advanced Certificate is supported/ subsidized by donors and donor organisations. Student organisations are required to contribute at least R26,900 per student. The remaining 35% of the fees are then subsidized by Peace Parks Foundation via its donor base.</p>	<p>Unless detailed in the course fact sheet, course fees are available on request.</p>	<p>Dates can be scheduled at your request and availability of trainers. Costs to be determined by nature of the short course, the costs of the trainers and by the needs of the client.</p>	<p>Unless detailed in the course fact sheet, course fees are available on request.</p> <p>Funding will however be sought to help support historically disadvantaged students enrolled on this programme.</p>
	<p>The following is NOT INCLUDED in the course fees unless sponsored/specified by the donor: Incidental and personal expenses such as medical insurance, refreshments, telephones, faxes, photocopying, internet use, writing pads, pens, pencils, printing, clip-board paper, toiletries (towels and soap etc), medical treatment, transport to and from the College, and any other costs which students may incur individually. The College is not responsible for these incidental costs incurred by students. No credit or accounts will be available. All purchases by students at the College will be strictly on a cash basis.</p> <p>Course fees are payable to the SAWC by the end of the first semester of the academic year.</p>			

Programme Information

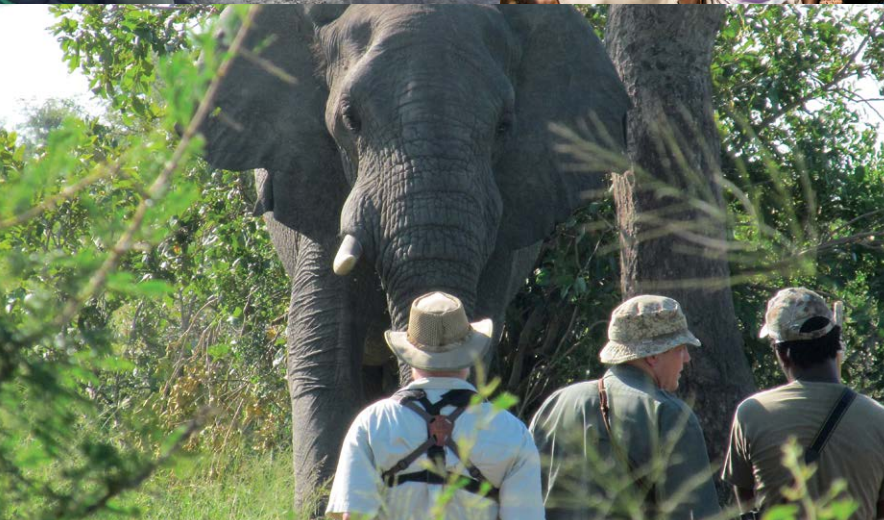
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BURSARY SUPPORT	<p>The Southern African Wildlife College may have a limited number of partial bursaries for which students may apply. Full bursaries are not offered by the College.</p> <p>In order for a student to apply for partial bursary support, they will be required to complete the bursary application section in the course application form. In this section, the student will need to state the funds that they have currently available that they are able to contribute towards the course fees. (Either through their employer or in their personal capacity). The bursary application would then be for the balance of the subsidised tuition fee amount.</p> <p>Students requiring bursary support are also encouraged to apply independently to funding organisations in their home country as the number of bursaries available through the College are limited.</p> <p>Contractual and cancellation penalties will apply.</p>	<p>Bursaries are available depending on donor support.</p> <p>Contractual and cancellation penalties will apply.</p>	<p>Organisations and individuals pay for themselves. Unless otherwise stated, bursaries are not available.</p> <p>Contractual and cancellation penalties will apply.</p>	<p>Limited bursaries awarded to successful candidates, cover course fees, accommodation and meals.</p> <p>Contractual and cancellation penalties will apply.</p>

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CONTACT DETAILS	<p>For further information on HET certificate programmes, please contact:</p> <p>The Southern African Wildlife College – Natural Resource Management Qualifications Department Tel: (015) 793 7300 Fax: (015) 793 7314 Or email: ypretorius@sawc.org.za</p>	<p>For further information on National Certificates, Learnerships, Bridging Programme and Skills Programmes, please contact:</p> <p>The relevant Department Manager at the Southern African Wildlife College Tel: (015) 793 7300 Fax: (015) 793 7314 Or email: ckafoteka@sawc.org.za (Community Development and Youth Access Department)</p> <p>adavies@sawc.org.za (Protected Area Integrity/Field Ranger Training Department)</p> <p>rfergusson@sawc.org.za (Responsible Resource Use and Field Guiding Department)</p>	<p>For further information on University Programmes and Short Courses offered, please contact:</p> <p>The relevant Department Manager at the Southern African Wildlife College Tel: (015) 793 7300 Fax: (015) 793 7314 Or email: marvdw@sawc.org.za</p>	<p>For further information on the Youth Access: Conservation and Environmental Education Bridging Programme please contact the relevant Department Manager at the Southern African Wildlife College</p> <p>Tel: (015) 793 7300 Fax: (015) 793 7314 Or email: ckafoteka@sawc.org.za (Community Development and Youth Access Department)</p>

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**THE COLLEGES REOPENS
ON THE 6TH JANUARY 2020 AND
CLOSES ON THE 12TH DECEMBER 2020.**



**SOUTHERN AFRICAN
WILDLIFE COLLEGE**
TRAINING BEYOND BOUNDARIES